

## RESEARCH IN THE TEACHING OF ENGLISH

### Subject Index

#### Volume 13 (1979)

##### BIBLIOGRAPHIES

Annotated Bibliography of Research in the Teaching of English: July through December 1978, Dieterich, Daniel J., 13:2, 169-191.

Annotated Bibliography of Research in the Teaching of English: January through June 1979, Dieterich, Daniel J. and Behm, Richard H. 13:4, 357-379.

##### COMPOSITION AND RHETORIC

A Description of the Composing Processes of College Freshman Writers, Pianko, Sharon, 13:1, 5-22.

The Effects of Observational Activities on Student Writing, Hillocks, George, Jr., 13:1, 23-35.

Writing Apprehension in the Classroom: Teacher Role Expectancies of the Apprehensive Writer, Daly, John A., 13:1, 37-44.

Significant Improvement in Freshman Composition as Measured by Impromptu Essays: A Large-Scale Experiment, Davis, Ken, 13:1, 45-48.

Audience and Mode of Discourse Effects on Syntactic Complexity in Writing at Two Grade Levels, Crowhurst, Marion, and Piché, Gene L., 13:2, 101-109.

The Effects of Between-draft Teacher Evaluation Versus Student Self-evaluation on High School Students' Revising of Rough Drafts, Beach, Richard, 13:2, 111-119.

The Influence of Generative Rhetoric on the Syntactic Maturity and Writing Effectiveness of College Freshmen, Faigley, Lester, 13:3, 197-206.

Syntactic Maturity, Mechanics of Writing and Teachers' Quality Ratings, Stewart, Murray, F., and Grobe, Cary H., 13:3, 207-215.

Sentence Combining in College Composition: Interim Measures and Patterns, Swan, M. Beverly, 13:3, 217-224.

The Effect of Compulsory Writing on Writing Apprehension, Powers, William G.,

Cook, John A., and Meyer, Russell, 13:3, 225-230.

Using Readability Research to Investigate Writing, Nystrand, Martin, 13:3, 231-242.

Toward A Theory of Early Writing Development, King, Martha L., and Rentel, Victor, 13:3, 243-253.

Development in Syntactic and Strategic Aspects of Audience Adaptation Skills in Written Persuasive Communication, Rubin, Donald L., and Piché, Gene L., 13:4, 293-316.

The Composing Processes of Unskilled College Writers, Perl, Sondra, 13:4, 317-336.

##### LANGUAGE AND LANGUAGE DEVELOPMENT

Formal and Informal Means of Assessing the Communicative Competence of Kindergarten Children, Black, Janet, 13:1, 49-68.

Spelling Strategies of Primary School Children and Their Relationship to Piaget's Concept of Decentration, Zutell, Jerry, 13:1, 69-80.

Black English and Spelling, Cronnell, Bruce, 13:1, 81-90.

Oral and Written Discourse of Basic Writers: Similarities and Differences, Cayer, Roger L., and Sacks, Renee K., 13:2, 121-128.

The Relationship Between the Reading and Writing of Syntactic Structures, Evans, Ronald V., 13:2, 129-135.

The Emergence of Conservation Concepts: A Longitudinal Study, Linneman, Annabelle W., 13:2, 153-159.

Common Errors of Spanish Speakers Learning English, Moore, Fernie Baca, and Marzano, Robert J., 13:2, 161-167.

Spelling First, Sound Later: The Relationship between Orthography and Higher Order Phonological Knowledge in Older Students, Templeton, Shane, 13:3, 255-264.

Situational Variables Affecting Language Usage of Low Income Black Preschool Children, Lichtman, Marilyn, and Rogers, Sarah, 13:3, 265-273.

A Note On Negation In Beginning EFL Textbooks, Herbolich, James B., 13:3, 281-283.

#### READING AND LITERATURE

Futuristic Children's Novels as A Mode of Communication, Wehmeyer, Lillian B., 13:2, 137-152.

A Comparison of Good and Poor Readers' Ability to Comprehend Explicit and Implicit Information in Short Stories Based on Two Modes of Presentation, Weisberg, Renee, 13:4, 337-351.

#### RESEARCH

A Note On Reliability and Validity Problems in Composition Research, McCleary, William J., 13:3, 274-277.

A Brief Note On Research Design and Reporting, Hilgers, Thomas L., 13:3, 278-279.

Response to Thomas L. Hilgers' "A Brief Note On Research Design and Reporting," Davis, Ken, 13:3, 280.

#### REVIEWS

Review of *Learning From Teaching: A Developmental Perspective*, Koziol, Stephen, 13:1, 91-94.

Another Review of *The Development Of Writing Abilities, (11-18)*, Hillocks, George, Jr., 13:3, 284-288.

Review of *Children's Minds*, Perron, John D., 13:4, 353-356.

## RESEARCH IN THE TEACHING OF ENGLISH

### *Author and Title Index*

Volume 13 (1979)

#### B

- Beach, Richard, The Effects of Between-draft Teacher Evaluation Versus Student Self-evaluation on High School Students' Revising of Rough Drafts, 13:2, 111-119.  
Black, Janet, Formal and Informal Means of Assessing the Communicative Competence of Kindergarten Children, 13:1, 49-68.

#### C

- Cayer, Roger L., and Sacks, Renee K., Oral and Written Discourse of Basic Writers: Similarities and Differences, 13:2, 121-128.  
Cook, John A. See Powers, William G.  
Cronnel, Bruce, Black English and Spelling, 13:1, 81-90.  
Crowhurst, Marion, and Piché, Gene L., Audience and Mode of Discourse Effects on Syntactic Complexity in Writing at Two Grade Levels, 13:2, 101-109.

#### D

- Daly, John A., Writing Apprehension in the Classroom: Teacher Role Expectancies of the Apprehensive Writer, 13:1, 37-44.  
Davis, Ken, Significant Improvement in Freshman Composition as Measured by Impromptu Essays: A Large-Scale Experiment, 13:1, 45-48.  
Davis, Ken, Response to Thomas L. Hilgers' "A Brief Note on Research Design and Reporting," 13:3, 280.  
Dieterich, Daniel J., Annotated Bibliography of Research in the Teaching of English: July through December 1978, 13:2, 169-191.  
Dieterich, Daniel J. and Behm, Richard H., Annotated Bibliography of Research in the Teaching of English: January through June 1979, 13:4, 357-379.

#### E

- Evans, Ronald V., The Relationship Between the Reading and Writing of Syntactic Structures, 13:2, 129-135.

#### F

- Faigley, Lester., The Influence of Generative Rhetoric on the Syntactic Maturity and Writing Effectiveness of College Freshmen, 13:3, 197-206.

#### G

- Grobe, Cary H., See Stewart, Murray F.

#### H

- Herbolich, James B., A Note On Negation In Beginning EFL Textbooks, 13:3, 281-283.

- Hilgers, Thomas L., A Brief Note On Research Design and Reporting, 13:3, 278-279.

- Hillocks, George, Jr., The Effects of Observation Activities On Student Writing, 13:1, 23-35.

- Hillocks, George, Jr., Another Review of *The Development Of Writing Abilities* (11-18), 13:3, 284-288.

#### K

- King, Martha L., and Rentel, Victor, Toward A Theory of Early Writing Development, 13:3, 243-253.

- Koziol, Stephen, Review of *Learning From Teaching: A Developmental Perspective*, 13:1, 91-94.

#### L

- Lichtman, Marilyn, and Rogers, Sarah, Situational Variables Affecting Language Usage of Low Income Black Preschool Children, 13:3, 265-273.

- Linneman, Annabelle W., The Emergence of Conservation Concepts: A Longitudinal Study, 13:2, 153-159.

## Mc

**McCleary, William J.**, A Note On Reliability and Validity Problems in Composition Research, 13:3, 274-277.

## M

**Marzano, Robert J.** See **Moore, Fernie Baca, Meyer, Russell**. See **Powers, William G. Moore, Fernie Baca, and Marzano, Robert J.**, Common Errors of Spanish Speakers Learning English, 13:2, 161-167.

## N

**Nystrand, Martin**, Using Readability Research to Investigate Writing, 13:3, 231-242.

## P

**Perl, Sondra**, The Composing Processes of Unskilled College Writers, 13:4, 317-336.  
**Perron, John D.**, Review of *Children's Minds*, 13:4, 353-356.  
**Pianko, Sharon**, A Description of the Composing Processes of College Freshman Writers, 13:1, 5-22.  
**Piché, Gene L.**, See **Crowhurst, Marion and Rubin Donald L.**  
**Powers, William G., Cook, John A., and Meyer, Russell**, The Effect of Compulsory Writing or Writing Apprehension, 13:3, 225-230.

## R

**Rentel, Victor**. See **King, Martha L.**  
**Rogers, Sarah**. See **Lichtman, Marilyn.**  
**Rubin, Donald L.** and **Piché, Gene L.**, Development in Syntactic and Strategic

Aspects of Audience Adaptation Skills in Written Persuasive Communication, 13:4, 293-316.

## S

**Sacks, Renee K.** See **Cayer, Roger L.**  
**Stewart, Murray F., and Grobe, Cary H.**, Syntactic Maturity, Mechanics of Writing, and Teachers' Quality Ratings, 13:3, 207-215.  
**Swan, M.** Beverly, Sentence Combining in College Composition: Interim Measures and Patterns, 13:3, 217-224.

## T

**Templeton, Shane**, Spelling First, Sound Later: The Relationship between Orthography and Higher Order Phonological Knowledge in Older Students, 13:3, 255-264.

## W

**Wehmeyer, Lillian B.**, Futuristic Children's Novels as A Mode of Communication, 13:2, 137-152.  
**Weisberg, Renee**, A Comparison of Good and Poor Readers' Ability to Comprehend Explicit and Implicit Information in Short Stories Based on Two Modes of Presentation, 13:4, 337-351.

## Z

**Zutell, Jerry**, Spelling Strategies of Primary School Children and Their Relationship to Piaget's Concept of Decentration, 13:1, 69-80.

